



STOW ON THE WOLD
PRIMARY SCHOOL

Disability Equality Scheme Action Plan 2017-19

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Stow Primary School to be an ideal learning environment for nurturing and developing the whole child. In short, every child matters.

Date of Implementation: March 2017

Review Date: March 2018

**Stow on the Wold Primary School Access Equality Scheme
Action Plan 2017-2020**

Priority	Action Required	How it will be Achieved	Timescale	Responsible Person (s)
Short Term	Gather any information on any accessibility/equality issues from parents/ staff in all year groups	Letter/questionnaire to parents/carers asking if there are any access/equality arrangements we need to be made aware of.	May 2017	Rebecca Scutt
	Inclusion statement to be revisited and incorporated in all policies as they are reviewed. Inclusion statement to be visual in all parts of the school	Policy review to automatically review inclusion Statement to be photocopied and displayed widely	On going with policy review cycle	All staff and Governors
	School Council to be approached to discuss possibility of representational children being co opted.	Staff to talk to school council. Mrs Scutt to support when suitable children found to give views on accessibility to curriculum, building etc..	May 2017	Mrs Neville Mrs Scutt
	Review of library books to see how people are represented. Looking into purchasing books which represent different groups/disability/gender positively.	Mrs Scutt to talk to Mrs James(subject leader for literacy), local bookshop and library staff and to school council and to those with dual languages at home	July 2017	Mrs Scutt Mrs James Miss Tuck
	To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs Pupils needs are appropriately met through effective deployment of skilled support staff	Summer 2017	Monitored by HT and SENDCo Continuous All pupils are supported to achieve their full potential
Medium term	Outside door entrance opener for wheel chair users.	Investigate cost of buying and fitting	Sept 2017	Premises governors Mrs Bartlett
	Loop in the Hall	Investigate cost of buying and fitting.	Sept 2018	Premises governors Mrs Bartlett

	Disabled person to lead a school sporting event	Local National Star organisation to be contacted.	June 2017	Mrs Scutt Mr Cox
	Delivery of school information to parents and the local Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. Electronic reporting methods are explored to ensure equal access to working and absent parents and carers.	Send out survey to parents/carers Regarding the quality of communication. School is more aware of the opinions of parents/carers and acts on this. The school moves towards an electronic method of reporting to parents.	Summer 2017	The school has explored electronic reporting methods and is knowledgeable about best practice. The school is able to move forward with electronic reporting to parents/carers
	Review of internal doors.	Look into the possibility of magnets or self-opening internal doors.	By summer term 2018	Premises governors Mrs Bartlett
	Ramps outside hall doors leading to car park and remarking car park space for accessible user	Investigate cost of buying and fitting and of remarking space.	Sept 2018	Premises governors Mrs Bartlett
	Colours of newly painted classrooms - consultation with visually impaired organisation.	Class 3,4,5 next classrooms to be painted. Check suitability of colours.	Summer 2018 and when affordable	LA staff SENCo
Long Term and on-going /continuous strategies	To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	On going	Monitored by HT and SENDCo
	Increased access to an appropriate curriculum for all pupils All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements	On going	Monitored by HT Continuous Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils to be noted
	To ensure classrooms are optimally organised to promote the participation	Review and implement a preferred layout of furniture and equipment to	Spring 2018	Monitored by HT / Premises manager Continuous More

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	and independence and equal access/opportunities of all pupils	support the learning process in individual class bases		time available for pupils to participate in curriculum activities ATS service to advise as required
	Training for Governors in terms of Raising Awareness of Disability/ accessibility Issues	Provide training for governors Whole school community will benefit by a more inclusive school and social environment	Spring 2018	Access Monitored by Chair of Governors

Monitoring and Review

The SENCo/Head drew up this Disability Action Plan, which was agreed by the Standards and Premises Committee.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Head Teacher and the Governors.

This policy is scheduled for annual review - next in April 2018

Signed
SENCo

Signed
Head Teacher

Signed
Chair of Governors

Date: